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ABSTRACT

An outline of the knowledge and skills to be taught at grade seven in order to meet the Department of Defense Dependents Schools (DoDDS) social studies objectives is provided. Material is divided into four parts. Following an introduction, a one page description overviews the curriculum topic for grade six, world cultures and geography, and specifies the major subject areas to be covered within the topic, time allotment, and other classroom specifics. A list of acknowledgments contains names and addresses of all educators contributing to the curriculum guide. A list of holidays and special days appropriate for classroom coverage are also outlined. The bulk of the document consists of a detailed outline of content and objectives to be covered. The information, provided in matrix form, is divided by marking period and includes suggested time frame and a list of areas of study, each tagged to learning objectives, suggested activities, and page correlations with several widely used social studies textbooks. For grade seven, the areas of study covered are: an introduction to geography, the earth, maps and globes, global land and water forms, how the earth's surface changes, world climates, the earth's resources, people and the earth, North America, Latin America, Europe, Africa, and the Pacific World. (LP)

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SOCIAL STUDIES

CURRICULUM GUIDE

ED269323

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GRADE 7

DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS

INTRODUCTION

The Department of Defense Dependents Schools (DoDDS) Social Studies Guides have been developed for the purpose of providing the classroom teacher with an outline of knowledge and skills which are to be taught at each grade level in order to meet the DoDDS social studies objectives.

As these guides are being used, it is requested that suggestions and recommendations for changes be submitted to the regional social studies coordinators. These guides will be reviewed and revised in accordance with the DoDDS Curriculum Development Plan.

Steve Motta
Deputy Director

GRADE SEVEN (World Geography)

The seventh grade, first year of the secondary level, begins the reversal of perspective begun at the kindergarten level. The kindergarten through grade six perspective has been ever expanding until it encompasses the world at sixth grade. The seventh grade begins with a world perspective which leads to the narrower perspective of U.S. Studies later in the secondary grades.

With the background of the cultural studies of the fourth grade, and the historical development of cultures of the sixth grade, the seventh-grade student begins to look in more depth at given cultural regions of the world. Although the seventh grade course is more geographical, all programs are multidisciplinary and should draw from all the social sciences--geography, history, political science, economics, sociology, psychology, and anthropology.

Basic to the study of any given cultural region is a sound geographical backgound. Geographic skills, to include location and identification; construction and use of maps; climate; and the geographic concepts of resources, population and land use, are studied at this level either as a nine-week time block or integrated with the regional studies.

Geographic and cultural adaptations are the focus of the other three quarters. The seventh grade course of study should place emphasis on the following regions: North and South America - 10 weeks, Europe - 9 weeks, Africa (South of the Sahara) 4 weeks, and Australia and the Pacific World - 4 weeks. How geography has shaped the present culture of the region should be a part of the course of study.

In addition to the geographic skills and concepts emphasized and reviewed in each of these regional studies, the cultural background of the region should be considered as it will relate to U.S. history at the eighth-grade level and how it relates to the host nation.

APPROVED TEXTBOOKS:

Allyn/Bacon: Our World and Its' People
American Book Company: World Geography
Rand McNally: World Views
Silver Burdett: This is Our World

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Grade Level: Seven (7)

Marking Period: 1

Suggested Time Frame: 1 or 2 days for I

AREAS OF STUDY/CONTENT	OBJECTIVES	ALLYN BACON	D. C. HEATH	RAND MCNALLY	SILVER BURDETT	ACTIVITIES
I. Introduction to Geography as part of the Social Studies Program A. Define Social Studies 1. Skills 2. Decisionmaking 3. Anthropology 4. Economics 5. Geography 6. History 7. Political Science 8. Psychology 9. Sociology	1. Know the concept of long- and short-range goals. (Psychology)					A. Define Social Studies Discuss the purpose for each of the social studies and explain how they all play an important role in the study of people and places and where they live.

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11

Grade Level: Seven (7)

Marking Period: 1

Suggested Time Frame: 1 week for II, III, and IV

AREAS OF STUDY/CONTENT	OBJECTIVES	ALLYN BACON	D. C. HEATH	RAND MCNALLY	SILVER BURDETT	ACTIVITIES
II. The Earth A. Size and shape of the planet	1. Work in groups, using rules of procedures. (SKILLS)	pp 14-16	pp 30-32	pp 261-264	pp 53-174	A. Size and shape of the planet 1. Finding latitude and longitude on globes and maps. Divide class into teams. Write several latitude and longitude locations on the chalkboard to designate a country, island, lake, or sea. The first team to find all the locations wins.
B. Movement of the earth 1. Rotation and day/night 2. Seasons caused by inclination and rotation		pp 14-16	pp 27-32	pp 70, 203, 255, 262		B. Movement of the earth 1. Use flashlight and globe to demonstrate the earth's rotation and day and night. 2. Have students make a list of geography terms to define; e.g., rotation, revolution, season, latitude. Instruct students to make a booklet by drawing a sketch of the meaning of the word, labeling it correctly, and writing its definition
C. Finding directions on the earth 1. Latitudes/parallels 2. Longitude/Meridians	2. Using latitude and longitude, coordinate location. (SKILLS)	pp 17-18	p 31	pp 70, 180-181	pp 425, 58	C. Finding directions on earth 1. Use computer activities involving latitude and longitude.
D. Telling time around the world 1. Time zones 2. Standard time and daylight savings time 3. International date line		pp 19-22	pp 334	pp 203-205	X	D. Telling time around the world 1. Using a World Time Zones Map, have students tell the time around the world.

Grade Level: Seven (7)

Marking Period: 1

Suggested Time Frame: _____

AREAS OF STUDY/CONTENT	OBJECTIVES	ALLYN BACON	D. C. HEATH	RAND MCNALLY	SILVER BURDETT	ACTIVITIES
III. Maps/Globes	1. Indicate the distance between two points on a map by using the scale of miles or kilometer. (GEOGRAPHY)	pp 23-24	p 3	pp 343	pp 16-18	A. Distances and great circle routes 1. Use a globe and a piece of string to measure the shortest route between New York and India. Then, on the world map, show the route you would take.
A. Distances and great circle routes	2. Follow the instructions on a map using a directional indicator and four directional instructions. (GEOGRAPHY)					
B. Projections		X	pp XX-XXIII	X	X	B. Projections 1. Compare the size of Greenland with the size of the United States on the world map in the classroom and on the globe.
C. Types of maps and their use 1. Outline map 2. Topographic map 3. Climatic maps 4. Population maps 5. Political-Historical maps	3. Use models, charts, table maps, and illustrations to explain and obtain information. (SKILLS) 4. Select the appropriate map which will best help find the solution to a problem. (GEOGRAPHY)	pp 25-30	p XIX	pp 17, 70, 344	X	C. Types of maps 1. Provide examples of various types of maps for students to examine.

Grade Level: Seven (7)

Marking Period: 1

Suggested Time Frame: _____

AREAS OF STUDY/CONTENT	OBJECTIVES	ALLYN BACON	D. C. HEATH	RAND MCNALLY	SILVER BURDETT	ACTIVITIES
IV. Global Land and Water Forms A. Land and water forms 1. Continents 2. Islands 3. Peninsulas	1. Construct a map using scale, legend, and directional indicators. (SKILLS) 2. Identify all forms of topography in a region. (GEOGRAPHY)	p 31 X	pp 2-6 3, 4	pp 12, 23, 100, 162	X X	A. Land and water forms 1. Conduct a local study trip to show various topographical features. 2. Provide a diagram of land and water shapes and have students identify them. 3. Have students draw an imaginary map of a city and make up their own legend key. A creative story may be assigned to this project.
B. Major land forms 1. Mountains 2. Hills 3. Plains 4. Plateaus		X	pp 4-6	X	X	B. Major land forms 1. Have students collect pictures of land and water forms to create a classroom bulletin board.
C. Major water forms 1. Rivers 2. Lakes 3. Bays 4. Gulfs 5. Straits	3. Practice listening and questioning skills. (SKILLS)	pp 40-41	pp 3-7	pp 43-45, 154, 156, 167, 169	X	C. Major water forms 1. Have students draw an imaginary continent divided into five countries, with an island country nearby. Draw in mountain ranges, rivers, deserts, and other geographical pictures. Divide the class into six groups and assign each group a country. The group decides on a name for their country, the location and names of five cities and towns, and names of the geographical features of their country. Students must state the reasons for the location of their cities and towns. As a final assignment have each group make up ten laws for their country for the year 2100.

Grade Level: Seven (7)

Marking Period: 1

Suggested Time Frame: 1 week for V.

AREAS OF STUDY/CONTENT	OBJECTIVES	ALLYN BACON	D. C. HEATH	RAND MCNALLY	SILVER BURDETT	ACTIVITIES
V. How the Earth's Surface Changes	1. Use multiple sources in research. (SKILLS)	pp 33, 406	pp 8-11 pp 14-15	X pp 93, 428	p 348, p 134	
A. Continental drift						A. Continental drift 1. After teacher explanations, have students develop questions to be used on exams. 2. Examine various approaches and theories of continental drift. 3. Using simplified world maps, students are to cut and paste to show some possible continental configurations before and after continental drift.
B. Faults						B. Faults 1. Have students construct models of faults.
C. Volcanic action						C. Volcanic action 1. Have students construct models of volcanoes.
D. Erosion and deposits 1. Water 2. Glacial 3. Wind	2. Practice listening and questioning skills . (SKILLS) 3. Use models, charts, tables, maps, and illustrations to explain and obtain information. (SKILLS)	p 33	pp 18-21	p 425	pp 116-117 pp 63-64	D. Erosion and deposits 1. Use transparency overlays of the hydrological cycle to demonstrate erosion and deposits.

Grade Level: Seven (7)

Marking Period: 1

Suggested Time Frame: 1 week for VI, A.

AREAS OF STUDY/CONTENT	OBJECTIVES	ALLYN BACON	D. C. HEATH	RAND MCNALLY	SILVER BURDETT	ACTIVITIES
VI. World Climates A. Influences on climate and weather 1. Temperature and weather 2. Humidity and weather 3. Atmospheric pressures and weather 4. Winds and weather 5. Latitude and climate 6. Altitude and climate 7. Water bodies and climate 8. Ocean currents and climate	1. Work in groups, using rules of procedure. (SKILLS) 2. Practice listening and questioning skills. (SKILLS) 3. Use multiple sources in research. (SKILLS)	pp 53-56	pp 26-55	pp 261-265, 88 100, 208-209 218, 343	pp 55-58 73-84	A. Influences on climate and weather 1. Use latitude and longitude to coordinate location of climates. 2. Discuss differences between climate and weather. 3. Use a local meteorologist as guest speaker. 4. Scientists know that climate changes occur over both short and long periods of time. Have students find out about specific changes in climate, either in the past or present (e.g., Ice Age). 5. Human activities sometimes influence weather patterns. Cities may change the flow of wind, warm the atmosphere, and spread pollution. Have some students find out what scientists say about the impact of human activity on the earth's weather. How might weather changes affect the earth?

Grade Level: Seven (7)

Marking Period: 1

Suggested Time Frame: 2 weeks for VI, B.

AREAS OF STUDY/CONTENT	OBJECTIVES	ALLYN BACON	D. C. HEATH	RAND MCNALLY	SILVER BURDETT	ACTIVITIES
B. Climatic regions of the world 1. Tropical rain forest a. High temperatures b. Heavy rains 2. Tropical Savanna warm grasslands 3. Steppe a. Thin vegetation b. Uncertain rainfall 4. Desert a. Dry lands 5. Mediterranean a. Mild winters b. Sunny summers	4. Practice outlining, summarizing, and note taking to differentiate between general and specific information. (SKILLS) 5. Work in groups, using rules of procedures. (SKILLS) 6. Use multiple sources in research. (SKILLS)	pp 57-68 pp 44-46	pp 47-55 pp 273-274 pp 46-48 p 46	p 274 pp 275-280 p 190 p 155 pp 266-272 p 209	pp 73-84 pp 93-111	B. Climatic regions of the world 1. Read and outline what has been read in textbook; this activity should be neither too frequent nor too extensive. 2. Divide the class into groups. Have each group construct a collage of a different climate zone. Students are to bring to class magazine pictures that relate to their assigned climate zone. 3. Students can choose a country which they would like to visit. Have them find out what type of climate it has. Then decide when during the year they would most like to visit and explain the reasons for their choice. 4. Students can make a chart of the six major climate groups, giving a description of the climate and regions where the climate is found.

Grade Level: Seven (7)

Marking Period: 1

Suggested Time Frame: _____

AREAS OF STUDY/CONTENT	OBJECTIVES	ALLYN BACON	D. C. HEATH	RAND MCNALLY	SILVER BURDETT	ACTIVITIES
6. Humid subtropical			p 45			
a. Long summer				pp 208-209		
b. Short winters						
7. Marine						
8. Humid continental			pp 49-50			
a. Cold winters						
b. Warm summers				p 187		
9. Taiga forests						
10. Tundra Arctic			pp 49-53	p 187	pp 93-111	
11. Polar Ice Cap						

Grade Level: Seven (7)

Marking Period: 1

Suggested Time Frame: 1 week for VII

AREAS OF STUDY/CONTENT	OBJECTIVES	ALLYN BACON	D. C. HEATH	RAND MCNALLY	SILVER BURDETT	ACTIVITIES
VII. The Earths Resources A. Determining what are resources	1. Identify ways that people have changed the topography and state an example of each. (GEOGRAPHY) 2. Work in groups, using rules of procedure. (SKILLS)	pp 45,51, pp 540-547	pp 82-92	p 34	pp 73-90	A. Determining what are resources Students can develop a list of ways people have changed the topography, individually or in groups. Information should be shared with the entire class.
B. Kinds of resources 1. Water 2. Minerals 3. Plants and animals 4. Soil	3. Know that indecision is part of the decisionmaking process. (DECISIONMAKING)			See Area listing		B. Kinds of resources 1. Students can identify ecological problems within the community and propose possible solutions, e.g., noise and air pollution.
C. Conservation and management	4. Know that rights and responsibilities come from needs and vice versa. (PSYCHOLOGY) 5. Know the relationship of conflict and trade-off. (PSYCHOLOGY) 6. Describe current national and international political developments. (POLITICAL SCIENCE)	pp 544-548	pp 93-101	pp 36, p 71 pp 66, 377	pp 153-162	C. Conservation and management 1. Consider a particular development in conservation as a result of the technological age (e.g., off-shore oil drilling versus oil spills). Have students list the problems, conflicts, and tradeoffs that such developments have created.

Grade Level: Seven (7)

Marking Period: 1

Suggested Time Frame: 1 week for VIII

AREAS OF STUDY/CONTENT	OBJECTIVES	ALLYN BACON	D. C. HEATH	RAND MCNALLY	SILVER BURDETT	ACTIVITIES
VIII. People and the Earth A. Population distribution	1. Identify reasons why humans choose to live in societal patterns. (ANTHROPOLOGY) 2. Know the international dilemma created by the increasing population. (SOCIOLOGY) 3. Know how to role play historical dilemmas and explain their implications. (DECISIONMAKING)	pp 41-43	pp 132-150	X	pp 6-8, pp 105, 144, pp 167, 169, pp 261, 420-pp 421	A. Population distribution 1. Have students think of some things that may cause the community to change or things that have caused the community to change in the past. What changes occurred because of those things? Use on international level also. 2. Discuss the dilemmas faced when we have "too many people." 3. Have students compare the population growth rates by industrial, underdeveloped, and developing countries. Why do they differ? Which of these groups has the highest growth rate?
B. Standards of living 1. GNP 2. Natural resources 3. Cost of living	4. Define the term economic self-interest as exhibited in basic human needs. (ECONOMICS) 5. Describe costs and benefits of credit buying. (ECONOMICS) 6. List various savings agencies. (ECONOMICS)					B. Standard of Living 1. Have students imagine that they are stranded on a desert island. There is nothing but sand If they could have a choice of three articles or material goods, what would they choose? Now that their basic needs for life have been met, what would they desire to be washed onto shore if they had three wishes? In five minutes have them make a list of consumer goods they would like right now if money were unlimited. From their list, decide five that are most important. Have them explain their choices.

Grade Level: Seven (7)

Marking Period: 1

Suggested Time Frame: _____

AREAS OF STUDY/CONTENT	OBJECTIVES	ALLYN BACON	D. C. HEATH	RAND MCNALLY	SILVER BURDETT	ACTIVITIES
						2. Ask students to relate experiences found in articles in newspapers or magazines on uses and abuses of credit cards. Discuss the consumer's rights and responsibilities in relation to credit card transactions. 3. Have students make a chart showing the various places where they can save money, the rate of return, stability of value, safety of value, and the advantages and disadvantages of each of the different types of savings. 4. Compare and contrast foreign currencies. Students can bring examples of monies they have collected for display in classroom.
C. Population growth and change Migration	7. Know concept of dilemma associated with decision-making. (DECISIONMAKING) 8. Describe social mobility and possibilities for the future. (SOCIOLOGY) 9. Describe how population growth places a strain on a political system. (POLITICAL SCIENCE)	pp 548-550	pp 132-150	X	pp 410-413 pp 420-421	C. Population growth and change 1. Answer question "Why did these people migrate?" 2. Discuss movement of the earth's population: "Origin of Man."

Grade Level: Seven (7)

Marking Period: 1

Suggested Time Frame: _____

AREAS OF STUDY/CONTENT	OBJECTIVES	ALLYN BACON	D. C. HEATH	RAND MCNALLY	SILVER BURDETT	ACTIVITIES
D. Culture 1. Define 2. Cite examples	10. Identify common elements of cultures. (HISTORY) 11. Know that culture is, in effect, the way in which a specific group of people act and believe. (ANTHROPOLOGY)	X	X	X	X	D. Culture 1. Ask students to name as many cultural groups as they can. As they name these groups, list them on the chalkboard. Ask what things or characteristics make these groups different from each other. List these characteristics on chalkboard (e.g., language, religion, art, crafts, customs). Have students determine which characteristics apply to all groups.

Grade Level: Seven (7)

Marking Period: 1

Suggested Time Frame: 1 week for IX,A and 1 week for IX, B,1.

AREAS OF STUDY/CONTENT	OBJECTIVES	ALLYN BACON	D. C. HEATH	RAND MCNALLY	SILVER BURDETT	ACTIVITIES
IX. North America A. Overview 1. Topography 2. Culture 3. History	1. Study the behavior and relationships of human beings functioning in their environment. (SOCIOLOGY) 2. Identify trends, incidents, chronology, and concepts important to the study of history. (HISTORY) 3. Identify the relationship of current events, social, and personal development to major themes and trends of history. (HISTORY)	pp 73-84	pp 206-220	pp 418-426		A. Overview 1. Discuss the various behaviors that the children observe in the people around them. Have the students consider why people come to behave in certain ways. The point would be that people behave in a certain way because their culture expects them to behave that way, and these expectations are transmitted through various people: parents, friends, clergymen, teachers, etc. 2. Construction a "North American Culture" time line
B. United States 1. Northeastern United States a. Land forms (1) Atlantic coastal plain (2) Appalachian highlands (3) Interior plain b. Water forms c. Climate (humid continental)	4. Use multiple sources in research. (SKILLS) 5. Identify all forms of topography in a region. (GEOGRAPHY)	pp 85-112	pp 226-230	pp 462-476	X	B. United States 1. Assign area map studies and have students identify place names and geographical features. Computer may be used for these activities. Some schools have Minnesota Educational Computer Consortium (MECC) materials available. MECC #1214, Geography, can be used. 2. Show filmstrips/movies on each geographical region.

Grade Level: Seven (7)

Marking Period: 2

Suggested Time Frame: 1 week for IX, B. 2.

AREAS OF STUDY/CONTENT	OBJECTIVES	ALLYN BACON	D. C. HEATH	RAND MCNALLY	SILVER BURDETT	ACTIVITIES
d. Agriculture and industry e. Natural resources f. People (culture)						3. Using your library, have students find out information about one of the early Native American civilizations, the people who built it, and the way of life that came about there. Report findings to class.
2. Southern United States a. Land forms (1) Atlantic - Gulf coast plain (2) Uplands and hills (Piedmont-Ozarks) (3) Appalachian Highlands b. Water forms c. Climate (humid subtropical) d. Agriculture and industry e. Natural resources f. People - culture	6. Construct a map using scale, legend, and directional indicators. (GEOGRAPHY) 7. Work in groups, using rules of procedure. (SKILLS) 8. Analyze the role of art, music, literature, and folklore in historical developments. (HISTORY)	pp 113-129	pp 230-231	pp 462-476	X	4. Have students draw an area map and include place names and geographical features. 5. Show filmstrips/movies on this region. 6. Using a large map of the United States or area map, have students post news articles on art, music, and folklore. Each article should be discussed. Try to cover as many areas on states as possible.

Grade Level: Seven (7)

Marking Period: 2

Suggested Time Frame: 1 week for IX, B. 3.

AREAS OF STUDY/CONTENT	OBJECTIVES	ALLYN BACON	D. C. HEATH	RAND MCNALLY	SILVER BURDETT	ACTIVITIES
3. Western United States a. Land forms (1) Great Plains (2) Rocky Mountains (3) Great Basin (4) Sierra Nevada Mountains b. Water forms c. Climate (Steppe-desert) d. Agriculture and industry e. Natural resources f. People - culture	9. Identify methods used by various parts of a society to participate in making laws and policies. (POLITICAL SCIENCE)	pp 131-160	pp 231-237	pp 462-476	X	7. Have students draw an area map and include place names and geographical features. 8. Show filmstrips/movies on this region. 9. Include how decisions were made dealing with western water rights.

Grade Level: Seven (7)

Marking Period: 2

Suggested Time Frame: 1 week for IX, C.

AREAS OF STUDY/CONTENT	OBJECTIVES	ALLYN BACON	D. C. HEATH	RAND MCNALLY	SILVER BURDETT	ACTIVITIES
C. Canada 1. Land forms a. Maritime Area b. St. Lawrence Valley c. Canadian Shield d. Prairie Provinces e. Pacific Coast f. Arctic 2. Water forms 3. Climate 4. Agriculture and manufacturing 5. Natural resources 6. People - culture	10. Identify ways that people have changed the topography and state an example of each. (GEOGRAPHY)	pp 165-189	pp 222-225	pp 446-461	X	C. Canada 1. Show filmstrip/moves about Canada. 2. Compare and contrast the growth and development in French and English-speaking communities. 3. Have a classroom debate on the merits of having one or two languages in a country.
	11. Explore a local conflict. (DECISIONMAKING)					
	12. Analyze differences in historical interpretation. (HISTORY)					
	13. Compare and contrast how various settlements have been established, maintained, and operated. (HISTORY)					

Grade Level: Seven (7)

Marking Period: 2

Suggested Time Frame: 2 weeks for X, A and 3 weeks for X, B through H

AREAS OF STUDY/CONTENT	OBJECTIVES	ALLYN BACON	D. C. HEATH	RAND MCNALLY	SILVER BURDETT	ACTIVITIES
X. Latin America						
A. Overview	1. Name the type of land formations that form natural boundaries on a topographical map. (GEOGRAPHY)	pp 191-244	pp 240-250	pp 426-444-445		A. Overview 1. Use area maps emphasizing countries' locations.
1. Topography 2. Culture 3. History	2. Identify physical characteristics of different cultures. (ANTHROPOLOGY)			pp 342-414	p 356 p 360	2. Students can list physical characteristics of Latin American culture (language, artifacts). 3. Use "Body Ritual among the NACIREIMA," by Horace Miner to objectively study or view a culture. See the last page of this guide for details.
	3. Study different cultures in an objective manner. (SOCIOLOGY)					
	4. Describe the concept of civilization. (ANTHROPOLOGY)					4. Describe to the class the concept of civilization including the following terms: artifacts, religion, tradition, basic needs, customs, social organizations, values and beliefs, economy, and cultural universals.
	5. Analyze cultural patterns revealed in artifacts. (ANTHROPOLOGY)					5. Play the game "20 Questions". Select a civilization to be guessed.
	6. Know why language and artifacts are specific culture determinants. (ANTHROPOLOGY)					6. To analyze cultural patterns, have students collect contents from a waste basket from another class. Devise a plan whereby the activity of the day can be determined.
B. Land forms			p 241			B. Land Forms 1. Have students do map activities that point out topographical natural boundaries; examples: Andes Mountain, Atacama Desert, etc.
1. Andes - Rockies 2. Eastern Highlands 3. Bolivian Plateau 4. Plains						

Grade Level: Seven (7)

Marking Period: 2

Suggested Time Frame: _____

AREAS OF STUDY/CONTENT	OBJECTIVES	ALLYN BACON	D. C. HEATH	RAND MCNALLY	SILVER BURDETT	ACTIVITIES
C. Water forms			pp 241-			C. Water forms 1. Identify a variety of water forms on a map: oceans, lakes, rivers, seas.
D. Climate (tropical rainforest - Savanna - humid sub-tropical - desert)	7. Use multiple sources in research. (SKILLS)					D. Climate 1. Write a letter to a friend describing your imaginary voyage on the Amazon River from the Atlantic Ocean to Manaus.
E. Agriculture and industry						E. Agriculture and industry 1. Choose one country of Latin America and trace the growth of its economy from colonial times to the present.
F. Natural resources			pp 244-245			F. Natural resources 1. Students can choose one kind of animal native to this area and make a study of it (environment, food, etc.).
G. People - culture	8. Express how sex roles influence culture. (SOCIOLOGY)	pp 221-230	pp 246-250			G. People - culture 1. Write a poem about the Gaucho.
H. Country studies:						2. Draw a sketch that depicts the ethnic diversity of Latin America.
1. Argentina	9. Identify value of a culture by studying examples of artifacts left by a specific culture. (ANTHROPOLOGY)	pp 231-239	pp 258-262	pp 443-444		3. Role play the concept of machoism.
2. Brazil		pp 239-241		p 438		H. Country studies 1. Have students do library research projects on selected Latin American countries, using printed and non-printed materials.
3. Mexico		pp 242-245		p 440		
4. Puerto Rico	10. Locate and utilize printed and non-printed materials related to history. (HISTORY)	pp 192-193		p 440		
5. Cuba		p 203 pp 216-217		p 443		
	11. Compare ways political leaders are chosen in various nations. (POLITICAL SCIENCE)					

Grade Level: Seven (7)

Marking Period: 2

Suggested Time Frame: _____

AREAS OF STUDY/CONTENT	OBJECTIVES	ALLYN BACON	D. C. HEATH	RAND MCNALLY	SILVER BURDETT	ACTIVITIES
	12. Recreate an historical event and trace the long-range effect of substantive decisions. (DECISIONMAKING) 13. Differentiate between the listed classifications of history: (a) political, (b) economics, (c) sociological, (d) intellectual, (e) diplomatic, (f) biographic, (g) military, (h) minority. (HISTORY) 14. Know concept of dilemma associated with decision-making. (DECISIONMAKING)					2. Compare the methods of selecting leaders of the following countries: Argentina, Brazil, Mexico, Puerto Rico, Cuba. 3. Recreate a Latin American historical event. Describe events leading up to it and the effect of the actual decision, e.g., Argentina's invasion of the Falkland Islands. 4. Design a hypothetical situation about a Latin American country. Have students decide what action the President of the United States, with the consent of Congress, should take. 5. Use computer activities, "South America," to assist with location of individual countries (MECC #1214, Geography).

Grade Level: Seven (7)

Marking Period: 3

Suggested Time Frame: 5 weeks for XI, A and B

AREAS OF STUDY/CONTENT	OBJECTIVES	ALLYN BACON	D. C. HEATH	RAND MCNALLY	SILVER BURDETT	ACTIVITIES
XI. Europe A. Overview 1. Topography 2. Culture 3. History	1. Recognize group behavior as shown in fads, language, leadership, and tradition. (SOCIOLOGY) 2. Recognize the development of religion and morality as part of social group behavior. (SOCIOLOGY) 3. Recognize how social systems lead to adaptation. (SOCIOLOGY) 4. List organizations that promote international cooperation. (POLITICAL SCIENCE) 5. Know concepts of group behavior based on language, religion, family, and nation. (SOCIOLOGY)	pp 250-252 pp 252-284 pp 308-322	pp 276-285	pp 174-183 pp 204-222 pp 224-238 pp 239-256	X	A. Overview 1. Select and read about a country in Europe. Have students take notes of its geography and explain what effect geography had on its: (1) social structure, (2) economy, (3) foreign policy, and (4) culture. 2. Using library resources, have students make lists of European/American organizations that promote international cooperation. 3. Use computer activities, "Europe", to assist in place identification (MECC #1214, Geography).

Grade Level: Seven (7)

Marking Period: 3

Suggested Time Frame: _____

AREAS OF STUDY/CONTENT	OBJECTIVES	ALLYN BACON	D. C. HEATH	RAND MCNALLY	SILVER BURDETT	ACTIVITIES
B. Western Europe 1. Land forms a. Mountain ranges b. Plains 2. Water forms 3. Climate (marine, Mediterranean, steppe) 4. Agriculture and industry 5. Natural resources 6. People - culture 7. Country studies a. Great Britain b. France c. Sweden d. West Germany e. Italy f. Portugal	6. Demonstrate the role of nationalism in national foreign policy. (POLITICAL SCIENCE) 7. Identify current ways of resolving individual needs and conflicts. (PSYCHOLOGY) 8. Define basic political systems. (POLITICAL SCIENCE)	pp 285-289 pp 289-292 pp 293-295 pp 293-295 pp 296-299 pp 323-326	pp 292-299 pp 285-290 pp 292-294 pp 285-290 pp 297-299 pp 307-309 pp 306-307	X	X	B. Western Europe 1. Using an outline map of Western Europe, have students place agricultural and industrial products on it. Students should be required to make a legend. 2. Provide students with a list of the basic political systems and explain which are/ are not forms in European countries. 3. Role play different countries' leaders with the purpose of showing the way in which individuals and countries can resolve needs and conflicts. 4. Allow students to research a particular country and present to the class their country study.

Grade Level: Seven (7)

Marking Period: 3

Suggested Time Frame: 4 weeks for XI, C

AREAS OF STUDY/CONTENT	OBJECTIVES	ALLYN BACON	D. C. HEATH	RAND MCNALLY	SILVER BURDETT	ACTIVITIES
						5. Using reference materials, have student find the purpose of NATO and EEC. 6. Most European countries were involved in WWII, directly or indirectly. Have students research the role assigned countries played in WWII.
C. Eastern Europe and the U.S.S.R. 1. Land forms a. Plains b. Mountains c. Steppes 2. Water forms 3. Climate (Humid continental, Steepe, Tundra, Taiga, desert) 4. Agriculture and industry 5. Natural resources 6. People and culture 7. Country studies a. U.S.S.R.	9. Use multiple sources in research. (SKILLS)	pp 382-393 pp 344-352 pp 353-381	pp 299-304 pp 314-336	pp 184-202	X	C. Eastern Europe and the U.S.S.R. 1. Compare and contrast the settlement of Siberia with the settlement of the American West. 2. Using reference materials, have students find information on the Warsaw Pact and the Council for Mutual Economic Assistance. 3. Make a chart comparing (summarizing) information about the five major regions of the U.S.S.R. For each region, fill in these headings: Landforms, Major Cities, Agricultural Resources, Mineral Resources, Industries. 4. Use reference materials to study the various ethnic groups of the Soviet Union.

*NOTE: (Optional - this is part of the ninth grade, World Cultures, curriculum.) A unit on the host nation could be covered here.

Grade Level: Seven (7)

Marking Period: 4

Suggested Time Frame: 5 weeks for XII, A and B

AREAS OF STUDY/CONTENT	OBJECTIVES	ALLYN BACON	D. C. HEATH	RAND MCNALLY	SILVER BURDETT	ACTIVITIES
XII. Africa (South of the Sahara) A. Overview 1. Topography 2. Culture 3. History	1. Identify the influences and impact of past and present nations on developing nations. (HISTORY) 2. Work in groups using rules of procedure. (SKILLS)	pp 472-474 pp 474, 502-509	pp 372-381	pp 260-266 pp 322-326 pp 295-300 pp 304-305	X	A. Overview 1. Compare and contrast developed nations with developing nations from the perspective of past influences and history. B. Sub-Saharan Africa 1. Students can construct slide presentations of the topography, culture, and history of Sub-Sahara Africa.
B. Sub-Saharan Africa 1. Land forms (plateau) 2. Water forms 3. Climate (tropical rainforest, Savanna, tropical steppes, tropical deserts, Mediterranean) 4. Agriculture and industry 5. Natural resources 6. People - culture 7. Country studies: a. Nigeria	3. Indicate characteristics that differentiate humans from all other members of the animal kingdom. (ANTHROPOLOGY) 4. Compare economic instability and political problems in developing nations. (POLITICAL SCIENCE) 5. Know the significance of art, music, religion, education, and recreation on cultural development. (ANTHROPOLOGY)	pp 474-512 pp 513-517	pp 384-406 pp 382-386	pp 267-338 X	X	2. Using audio tapes or records of African music, discuss how music plays an important part in cultural development. 3. Give a report or research project on societies in Africa. Examples: Pygmies, Igoo, and the Bushmen of the Kalahari. 4. Use flow diagrams as models of how decisions are made and compare with how different countries in Africa make their decisions. 5. Using a map of Central Africa, have students make a list of the countries in that region. Using a map of Africa in 1900, have them write beside each country the name of its former colonial ruler.

Grade Level: Seven (7)

Marking Period: 4

Suggested Time Frame: _____

AREAS OF STUDY/CONTENT	OBJECTIVES	ALLYN BACON	D. C. HEATH	RAND MCNALLY	SILVER BURDETT	ACTIVITIES
b. Zaire	6. Identify loyalties as related to groups. (SOCIOLOGY)	pp 518-520	pp 387-392	X	X	6. Students can make a study of one country in Sub-Saharan Africa. Find out about its main ethnic groups, where they came from, how they make a living, and their customs and beliefs. Give oral presentations.
c. Republic of South Africa	7. Know that indecision is part of the decision-making process. (DECISIONMAKING)	pp 521-525	pp 398-403	X	X	
	8. Locate sources that assist the decisionmaking process. (DECISIONMAKING)					
	9. Use the classroom as a model for decisionmaking. (DECISIONMAKING)					

Grade Level: Seven (7)

Marking Period: 4

Suggested Time Frame: 3-4 weeks for XIII

AREAS OF STUDY/CONTENT	OBJECTIVES	ALLYN BACON	D. C. HEATH	RAND MCNALLY	SILVER BURDETT	ACTIVITIES
XIII. Pacific World A. Overview 1. Topography 2. Culture 3. History	1. Identify factors that led to the decline of past civilizations which continue as a problem in present civilizations. (HISTORY) 2. Identify ways groups have attempted to reverse the deterioration of a civilization. (HISTORY)	pp 529-541	pp 434-443	pp 10-55	X	A. Overview 1. Explain/discuss the development of Pacific cultures.
B. Pacific World 1. Land forms 2. Water forms 3. Climate 4. Agriculture and industry 5. Natural resources 6. People - culture	3. List methods individuals may use to change their political system. (POLITICAL SCIENCE) 4. Compare political regulations based on political systems. (POLITICAL SCIENCE) 5. Observe community groups and organizations to learn more about decisionmaking. (DECISIONMAKING) 6. Describe how members of a society participate in political decisions. (POLITICAL SCIENCE)	pp 534-535	pp 444-457		pp 101,	B. Pacific World 1. Write a poem or draw a sketch that depicts aspects of life in the Pacific. 2. Role play how citizens of a U.S. territory in the Pacific participate in U.S. political decisions.

Grade Level: Seven (7)

Marking Period: _____

Suggested Time Frame: _____

AREAS OF STUDY/CONTENT	OBJECTIVES	ALLYN BACON	D. C. HEATH	RAND MCNALLY	SILVER BURDETT	ACTIVITIES
XIV. Host Nation						1. Have students make a time line showing important events in the host nation's history. Place illustrations or map drawings at various points to highlight important events. 2. Students can make individual scrapbooks of trips. 3. Study trips can be taken to various historic sites to gain first-hand knowledge and understanding of various stages of the host nation's or city's history. Students can make sketches and rubbings of various areas observed. 4. Students may design and produce posters which can be displayed in the school. The posters can illustrate various historic locations within the host nation which they feel would be of interest to Americans living there. 5. Student can plan family trips, including routes, places to visit and see, time schedules, and places to stay. Involve other family members in this project. 6. Interview a host nation resident. 7. Compare and contrast the host nation with the United States.

Grade Level: Seven (7)

Marking Period: _____

Suggested Time Frame: _____

AREAS OF STUDY/CONTENT	OBJECTIVES	ALLYN BACON	D. C. HEATH	RAND MCNALLY	SILVER BURDETT	ACTIVITIES
Host Nation Cont'd						8. Students can list all holidays and festivals celebrated in the host nation community, month by month. The background of each holiday should be examined. Plan to celebrate several of them during the year.

The following is an explanation of the activity named in IX. A.

STUDYING CULTURES: People who study cultures are called anthropologists. They carefully look at every part of a people's way of life. An anthropologist studies the things people make. He also examines their ideas about themselves and the world around them.

From the information anthropologists gather about peoples living today and those who lived long ago, they develop ideas about what humans are like. They not only help us understand others, but also help us gain a better understanding of ourselves.

Being an anthropologist is not easy. It is sometime difficult to figure out why people act as they do. Also, one is not always aware of how his/her own culture influences the way he/she sees others.

DEVELOPING A POINT OF VIEW: How do one's attitudes and beliefs affect his/her view of other peoples? Of their ways of doing things? How can he/she develop attitudes and beliefs that will help him/her understand other cultures? Think about these questions as you read the following accounts and carry out the activities that accompany them.

NACIREMA*
Horace Miner

An anthropologist who has studied life in both North American and African communities is especially interested in a people called the Nacirema.

According to the stories or myths of the Nacirema, their ancestors came from the east. A great hero named Notgnihsaw founded their nation. He is remembered for his great strength. For example, he is said to have thrown a piece of wampum across the river PoToMac.

In another adventure, Notgnihsaw was supposed to have chopped down a cherry tree. To the Nacirema, this tree is the home of the "Spirit of Truth."

The anthropologist decided that these people are very concerned with their mouths. They believe that the health of one's mouth affects the way he gets along with others.

They practice various ceremonies or rituals of the mouth every day. Otherwise, they believe, "their teeth would fall out, their gums bleed, their jaws shrink, their friends desert them, and their lovers reject them."

During these rituals, the Nacirema stick a small bundle of bristles, spread with a magical paste, into their mouths. They then carefully move the small bundle up and down their teeth and gums.

Besides practicing their mouth rites at home, the Nacirema also go to a holy-mouth-man several times a year. The man uses wicked-looking tools and magical materials to help people get rid of evils in the mouth.

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*Horace Miner, "Body Ritual Among the Nacirema," The American Anthropologist (1956), pp 503-507 as reprinted in People and Cultures, Rand McNally.

The Nacirema faithfully continue their visits to the holy-mouth-men, even though evils still grow in their teeth. This has led the anthropologist to believe that the ritual is very holy to them.

Other important people among the Nacirema are the medicine men. They bring very sick people to large temples, called latipsoh. There they and attending maidens carry out elaborate ceremonies on the sick. The latipsoh ceremonies are so harsh that many die in the temples.

The medicine men, like the holy-mouth-men, often torture those who come to them. For example, they jab people from time to time with magically treated needles. Also, the maidens occasionally wake the sick from much needed sleep to carry out ritual cleansing acts.

In spite of this treatment, the sick are eager to take part in the latipsoh ceremonies. They even pay large sums for this privilege. One can enter many of the temples only if he gives money.

Furthermore, if one lives through the ceremonies in the latipsoh, he has to give another gift before he can leave. None of this has shaken people's faith in their medicine men. They still visit the temples.

What point do you think this report makes? What knowledge of these people do you have that the anthropologist does not seem to have? How valuable is this knowledge in understanding a people and their way of life? How does your way of looking at these people differ from his? How do you think one's point of view affects the way he sees others? Explain.

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